

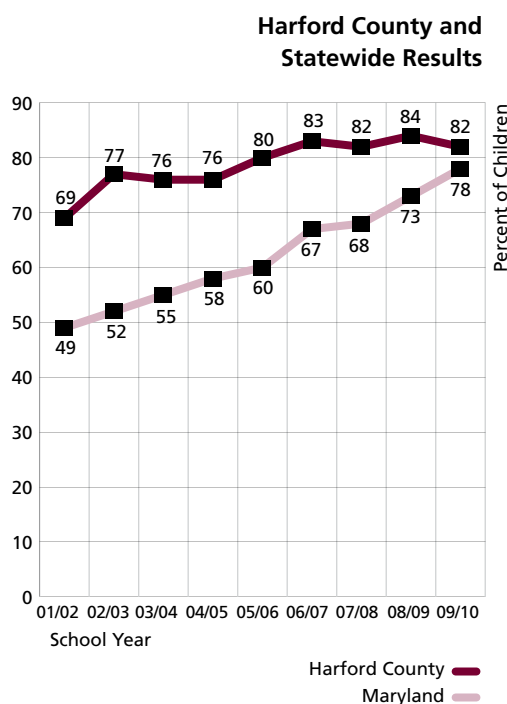
# getting ready®



what the 2009-2010 school readiness data mean for Maryland's children

March 2010

## Harford County



Harford County's kindergartners (82% fully ready) outpace the statewide full readiness level.

### quick take on statewide school readiness

- 78% of kindergartners are school-ready.
- Kindergartners made significant gains in the cognitive Domains of Learning (a 31-point increase from 2001-2002 in Language and Literacy, a 32-point improvement in Mathematical Thinking, and a 39-point jump in Scientific Thinking). Full school readiness in these domains is essential to successfully engaging in kindergarten, and suggests long-term academic gains. According to the Maryland State Department of Education (MSDE), as the state's school readiness results improve, the Maryland School Assessment (MSA) scores in third-grade reading and math rise correspondingly.
- The data reveal four key skills that closely correlate with children's school readiness: 1) the ability to attentively listen, 2) the ability to comprehend and respond, 3) the ability to solve problems, and 4) the ability to identify, describe, and compare different objects.
- Quality interventions matter. 78% of kindergartners who had been enrolled in PreK programs were fully ready for school, compared with 68% of those who were at home or in informal care. Interventions, such as PreK, Judy Centers, and Head Start Centers, help to address the achievement gaps affecting English Language Learners, children with special needs, and children from low-income households before they start their formal school careers.
- Eighteen of 24 jurisdictions in Maryland made one-year gains. Twelve jurisdictions have full school readiness levels above 82%. Of these jurisdictions with the highest school readiness results, 8 also have MSA scores greater than the statewide average in third-grade reading and math.

### about the data

Each school year, kindergarten teachers use the Maryland Model for School Readiness (MMSR—a body of standards and an assessment tool) to observe what each child knows and is able to do in the seven areas or "Domains of Learning:" Social & Personal Development, Language & Literacy, Mathematical Thinking, Scientific Thinking, Social Studies, the Arts, and Physical Development. This enables the Maryland State Department of Education (MSDE) to compile the school readiness data it releases every March, providing essential information for schools' and communities' continuing improvement of school readiness.

## Harford County

### Census Data (U.S. Census 2000)

Estimated Children Age 4	3,059
Children <5 (age 0-4)	15,293

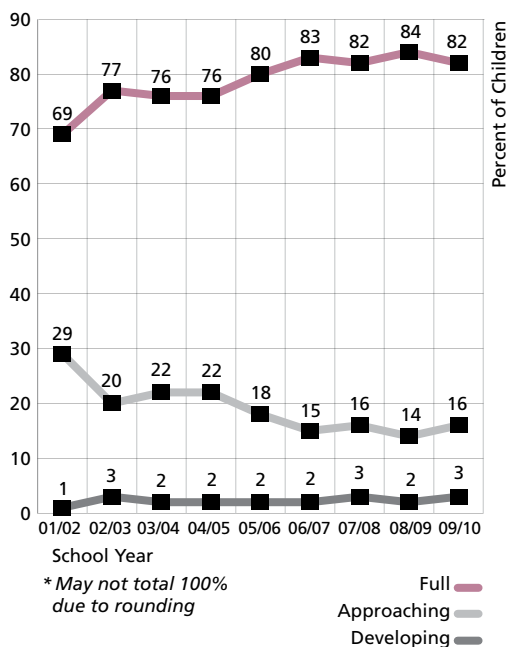
### Prior Care Enrollment (School Year 2008/09)

Child Care Center	17.4%
Family Child Care	4.1%
Head Start	1.3%
Home/Informal	14.2%
Non-Public Nursery	29.1%
Pre-Kindergarten (PreK)	32.0%
• Full-Day Program	100.0%
• Half-Day Program	0.0%

### School Enrollment (School Year 2009/10)

Kindergarten Students	2,740
Kindergartners Receiving Services	
• English Language Learners	2.5%
• Free/Reduced Priced Meals	29.3%
• Special Education	5.2%
PreK Students	858
• Full-Day Program	100.0%
• Half-Day Program	0.0%

### Harford County School Readiness Data



Sources: Maryland State Department of Education, US Census Bureau

## what the MMSR data mean for Harford County's children

Harford County's trend data show gains in school readiness. The 2009-2010 data reveal:

- **More children are entering school fully prepared for kindergarten work.**
  - 82% of entering kindergartners are fully ready for school, up from 69% in 2001-2002.
  - Kindergartners made tremendous progress in key Domains of Learning: 71% of children are fully school-ready in Language & Literacy, a 19-point increase from 2001-2002; 77% in Mathematical Thinking, a 65-point jump; and 63% in Scientific Thinking, a 13-point gain.
  - 67% of children from low-income households (as indicated by Free and Reduced Price Meal status) are fully ready for school in 2009-2010, a 13-point increase from 2001-2002.
  - 57% of English Language Learners (ELL)—children whose first language is one other than English—are fully ready for school in 2009-2010, up from 48% in 2001-2002.
- **Children of all ethnicities showed improved school readiness.**
  - 72% of African-American kindergartners are fully school-ready, up from 54% in 2001-2002. These gains narrowed the disparity between African-American and white children from 19 points in 2001-2002 to 13 points in 2009-2010.
  - 73% of Hispanic kindergartners are fully ready for school, up from 53% in 2001-2002.
- **Early learning environments promote school readiness.**
  - 76% of kindergartners who had been enrolled in PreK programs are fully ready for school, compared with 70% of those who were at home or in informal care the year prior to kindergarten.
  - Notable improvements occurred among children enrolled in Head Start Centers the year prior to kindergarten: 66% are fully ready, a 28-point gain from 2001-2002.

This year's data confirm that Harford County's school readiness efforts are boosting long-term academic and life success for students. Now is the time to redouble our investment in what the data show us: school readiness is the best investment for families, schools, communities, businesses, and above all, for children.

Visit [www.readyatfive.org](http://www.readyatfive.org) for additional data, more information on what makes a difference, PowerPoint presentations, and *Getting Ready: Parents Can Help.*

For more information on improving school readiness in Maryland, contact:

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